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FSA LETTER NEWS

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FSA NEWSLETTER
October 1991

From the Editor . . .

In early October, a task force of the education subcommittee made a two-day, eight-hundred kilometre trip into the Interior of British Columbia to meet with representatives of the education programs at the University College of the Cariboo (UCC) and the University College of the Okanagan (UCO).

The mandate of the education task force (Ellenor Greaves, Staff rep; Chelene Koenig, Educational Support rep; Linda Matwichuk, Career/Technical rep; and your editor, Academic rep) involved an assessment of the two Interior programs, highlighting the strengths and weaknesses of both in order to determine in part the shape of our education program.

From this fact-finding mission, we discovered some of the crucial things needed (not necessarily in an ascending order of importance) to make our program successful: partnership with the right university, adequate funding, designated facilities and equipment, an experienced and dedicated personnel, strong leadership, a clear pedagogical philosophy, and a long-range plan. Although UCC met some of these criteria, UCO came closest to meeting all of them.

UCC's Arts, Science, and Education programs are affiliated with UBC. In Education, the Acting Associate Dean, who was seconded from a local school district, was hired by UBC with his first-year salary paid entirely by UBC (UBC continues to pay 50% of his salary). He sees his job as implementing and coordinating UBC's program (a two-year course of study and practica leading to a BEd in elementary education) rather than as fostering the separate identity of Cariboo's education program.

In terms of facilities, UCC has recently built a separate building (jointly shared with Arts) in which two classrooms and a storage area (for musical instruments and the like) are designated for the education program, although a Curriculum Resource Centre that was initially in the plans mysteriously did not materialize. Without a Resource Centre much of the curriculum and resource material, which should be immediately at hand in the training of prospective teachers, is housed in the library that is some distance from the Arts and Education building.

In the first year, the program had only fifteen students who were taught by the Associate Dean, local teachers, and a number of UBC sessionals (fondly known as the parachute club) who would fly in once a week to teach a course or two. After three years the program has grown to include one full-time instructor, three full-time sessionals, and a bevy of parachutists. Since the Associate Dean will probably be returning to his school district after this academic year (his secondment concludes at that time), he does not see the need to press for a long-range plan, nor does he want to look beyond UBC's paternalistic relationship with Cariboo. I don't think it would be unfair to say that UCC's program--and it is successful if the production of graduates is the sole measure--is really little more than an extension program of UBC's Department of Education.

What we saw the next morning at the University College of the Okanagan only confirmed what we had seen at UCC: choosing the right university *sponsor* or

partner is of critical importance. Whereas UCO's Arts and Science work with UBC, its education program is affiliated with the University of Victoria. Under the aegis of the university, UCO offers a post-degree professional program leading to a BEd in elementary education (BA or BSc plus two years of teacher training) and a transitional program (two years of college and two years of teacher training). To date, there have been few problems in working with both UBC and UVic. Evidently a mix is workable, so we should not shun such a possibility when we make our final deliberations.

Unlike at UCC, the director of UCO's education program was hired by UCO, and she firmly believes that her loyalty belongs to UCO and the educational community that her program serves. Part of her job is to represent UCO in its on-going negotiations with UVic. In fact, she has managed to convince UVic's Department of Education (after one year of lobbying) that UCO's program is not just an extension program; it is already beginning to establish its own identity and will one day be out from under UVic's umbrella.

Such a strong sense of loyalty, however, did not prevent the director from getting the facilities she believed to be essential in delivering a good program: a 2900 sq ft Curriculum Resource Centre, two designated classrooms, use of other classrooms, computers, duplicating and publishing equipment, AV equipment, art supplies, musical instruments (including pianos), among many other things. To this point, she has spent over $750,000 in running the program. The director stressed that the Curriculum Resource Centre is the hub of UCO's program; such a centre is so vital that no university-college, she believes, should even consider offering an education program without something similar.

UCO's director also believes that a minimum of 60 students, 30 in both the first and second years, is essential if the BEd is to be viable. In addition, she finds that working within Okanagan's collective agreement--one that will not let her indulge in a parachute club--quite manageable. At present seven full-time and several part-time faculty members work in the program--and for the program. Partly because of this, the program is well on the way to establishing its separate identity: though still tied to UVic through the control it exercises over courses and course content, UCO is free to be innovative in terms of delivery. In fact, unlike UCC, UCO and UVic jointly decided on instructor qualifications, although UVic still holds veto power. It is evident that UVic is more flexible than UBC, and this flexibility will make the weaning process for UCO a few years from now far less difficult than what will happen at UCC.

But UCO's director doesn't stop there. Although her job as director will ultimately be transmuted into that of a Dean or Associate Dean (a position that she may not be qualified for because she has yet to finish her doctorate), she has a clear sense of what her program should be doing in five years, and she also has a clear sense of what is involved in training teachers. This vision comes from the fact that she has worked as a teacher for a number of years, has trained teachers in SFU's Professional Development Program, and is an academic who is steeped in current pedagogical theory. She is a director who combines good managerial skills with a vision for what the education program should become.

At Fraser Valley, what we don't want to do is to follow Cariboo; if we must have a model, then it is evident that Okanagan is the better one. It may not be the best model; we have yet to see what SFU has to offer. Yet from our discussions with our colleagues in the Interior, we now have a better sense of what it will take to offer a first-rate education program.

Allan McNeill

Letters to the Editor . . .

I wish to grasp the bull firmly by the lapels and defend the right of my able colleague Dianne Luu, and of all other FSA members, to mix metaphors of their choice in letters to this publication without fear of editorial criticism.

It seems incompatible with the philosophy of writing across the curriculum to comment unasked on a colleague's spelling, syntax, or trope. In the last issue of the *Newsletter*, Diane wrote to defend the metaphor 'drowning in an avalanche', which she'd used in an earlier letter. The editor had pointed out on her first letter that the metaphor was mixed; the comment was repeated in response to her second letter.

Should an editor have a mother's liberty to point out unasked that one's grammatical hair needs combing, one's spelling looks as if it hasn't shaved in a week, and one's choice of expression isn't fit to be seen in public? I think not. In demonstrating the excellence of his judgement in English by pointing out the mixed metaphor, our editor also demonstrates the inadequacy of his judgement in critical thinking. To comment on a person's presentation, appearance, or character and thereby distract attention from the main point of that person's remarks is to commit either a 'red herring' fallacy (if the intent is merely to distract attention), or an 'ad hominem' fallacy (if the intent is to suggest that the writer is too inaccurate to be taken seriously). In this instance, since Diane's main point in her second letter was that comments on one's English may inhibit would-be writers, the editor's repetition of the remark about the mixed metaphor not only distracts attention but also suggests that he disagrees with her conclusion that such comments are inhibiting. If he disagrees, then he owes it to us to provide a well-reasoned counter-argument, not a fallacious one.

Until an acceptable argument is produced, I recommend that the editor, however well-intentioned, refrain from mothering us. Let us face the cold wind of our fellow readers' opinions with or without a well-proofread sweater, as we choose. And perhaps we might all adopt the expression 'oh, go drown in an avalanche!' as a fitting retort to those who would distract us with petty details.

Yours metaphorically,
Moira Gutteridge
Philosophy

Editor's Note: At least we agree on one thing: that it is a mixed metaphor.

Letters to the Editor . . .

A special 'thank-you' is extended to **Varlene MacLeod** for her many years of representation on the Joint Classification Audit Committee. Her years of faithful support in the Association are very much appreciated.

Dorine Garibay
JCAC Chair

From the Contract Chair . . .

Preparations for contract negotiations have already begun, well ahead of those of previous years. As I mentioned in last month's issue, our emergence as a university-college has necessitated an immediate and extensive review of our contract provisions, and for this, Germaine Baril has volunteered to assist as chair of a contract subcommittee charged with considering all contract matters dealing with university-college status. This will undoubtedly be a major component of our negotiations this coming year, and I very much welcome and appreciate the assistance of Germaine and all who have volunteered their time to sit on this subcommittee.

This will not be the only subcommittee, nor will the "university-college" issue be the sole focus of our negotiations. I met with the shop stewards October 21, in Chilliwack, to obtain their perspective and guidance on a number of issues which we will have to consider in our next round of negotiations. One of the recurrent themes among staff is the work pressures now felt and further anticipated with the expansion of the college. Simply stated, the number of instructors and students cannot expand without commensurate increases in the support staff complement. It is the view of the shop stewards that a negotiations subcommittee be struck to consider this and other specific staff issues. As this report goes to press, I will be working with the Staff VP's to get this subcommittee organized.

On the province-wide bargaining front, I attended the C-IEA Bargaining Coordination and Review Committee meeting, October 18th in Vancouver. There is no news to report. The Douglas and EKCC settlements, rolled back by Ed Lien, remain in limbo with the respective Faculty Associations ignoring the dictates of the Commissioner to return to the bargaining table and "negotiate" a lower settlement. One presumes, with the change in government, that we won't have to concern ourselves about legislative interference in our bargaining next spring. Negotiations at Kwantlen appear to have been stalled by management. Kwantlen's staff contract is also expiring at the end of October.

Capilano's faculty agreement expires this December. Contracts expiring along with UCFV include VCC, Douglas, CNC and Selkirk.

Over the next several weeks, I will be convening area meetings to provide an opportunity for you to voice your concerns and present proposals for the upcoming bargaining session. Watch for separate notices of time and place.

I would like to compliment our Editor for assembling such an interesting *Newsletter,* far and away better than those I have read from other colleges. I especially enjoyed David and Barry's excellent column "Wine Adventures", and I long for both of them to be the purchasing agents for the College and FSA's various wine and cheese gatherings. With talent like this, why do we always end up drinking wine from boxes, or that pink plunk?

Ian McAskill

From the First Staff V.P. . .

As you all know, plans are in continual high gear in order to establish the groundwork to allow for the start of third- and fourth-year courses in September 1992. All areas of the College are affected by this "fast track" program; instructors must develop the appropriate courses, student services must have the proper registration, advising and counselling processes must be available, the LRC needs to expand and upgrade its print and non-print collection of titles, and the Business Office and Administration will have to deal with new budgets as well as new orders in support of our changed status. There are a great many other changes occurring in other college areas that would be too numerous to mention; however, the point I wish to make is that for the next few months we are all going to find that the focus on our University status will greatly increase our workloads. In other words, support work in preparation for Sept '92 is going to increase, not decrease. What does this portend for support staff positions?

Support Staff Subcommittee

It will soon become obvious to you (if it hasn't, indeed, already) that your energy and expertise will be required in order for the UCFV to be prepared for registration and implementation of upper-level courses. To this end, Access has established a Support Staff Subcommittee whose express task is to evaluate staffing needs and report these needs to the Access Committee. Kathy Gowdridge is the staff representative of this group; if you have any questions (or answers), don't hesitate to talk to her. The formation of this sub-committee is an **extremely** important and useful step. This group, made up of a wide representation of support staff, will be of immeasurable help in providing the Access Committee with the input required in order to have realistic staffing levels for **all** areas of our new University College of the Fraser Valley.

Extension of Support Staff Pay Scale

Agreement has also been reached with the College on an extension of the support staff pay scale. This means that extra groups will be (and perhaps an extra step might be) added to our existing salary grid. Realize that this is in preparation for positions that will have to be established in support of the new university status. Positions that will require greater knowledge and responsibilities as well as more formal education are two examples of the criteria that **could** classify positions to higher groups than are currently possible. Note that I have stressed the word could for good reason: an expanded pay scale will not mean an automatic increase in pay; it will only occur in those positions where the changed job description provides for a reclassification to a higher pay group.

Be aware of the duties of your position as outlined in your job descriptions--know yours, and, more importantly, know when or if your work changes. According to Article 19.9 you may request a review of your job in order to determine its appropriateness or adequacy. Keep abreast of the changes around you--not only in your own position, but also in those of others in your area. You may find that with our new expansion your department will also be expanding. Will you need to upgrade or acquire new skills and knowledge in order to handle third- and fourth-year courses? We must all be proactive, for this is a new opportunity and one from which we will be able to benefit.

Richard Heyman

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This is the second part of Dr. Alastair Watt's article on the transition from college to university-college at the University College of the Cariboo.

From College to University-College: Part Two . . .

Socialization of New Faculty

The second major problem to emerge during the transition period was Cariboo's failure to culturally integrate new faculty. In its first two decades, Cariboo developed an organizational culture which strongly espoused the "comprehensive" nature of post-secondary education. Corollaries to this were the equal value of all programs be they academic, vocational career/tech or developmental, and the equality of all instructors. No one thought of him/herself, except in the most general terms, as a "professor"; the concept of rank was alien to the institutional culture.

The influx of new personnel in 1989 (we hired 50 upper division and replacement faculty that year) immediately challenged this egalitarian culture. Coming as many of them did from universities, they brought with them some cultural assumptions that were at odds with Cariboo's. Principal among these was the belief that if (as they thought) Cariboo was to become a "research university" like U.B.C. or S.F.U., precedence should be accorded to degree-granting programs--if necessary at the expense of vocational, developmental and career/tech offerings. In fact, a vocal minority argued long and hard for an independent university, separate from the community college.

A corollary to this was their call for the importation of the machinery and baggage of the full university, including a senate and academic rank. Although such "academic elitism' was not in the College's mandate, it caused widespread anxiety among non-academic instructors, who feared that institutional comprehensiveness might be compromised and the bugbears of academic rank thrust upon them.

The following anecdote illustrates the clash of cultures. The Associate Director of Learning Resources (Head Librarian) noticed one of the new faculty in the library, and eager to be of service, introduced herself and asked, "You must be one of the new instructors?" Whereupon the faculty member visibly recoiled, drew himself up to full height and announced, "Where I come from, we are called **professors.**" This story was repeated to gales of laughter and dismay among existing faculty; among new faculty it symbolized a quite proper rejection of the culture of the institution in which they had accepted employment.

It was particularly hard to counter such influences. New instructors constituted a sizeable enclave--almost 25% of the faculty--that could not be absorbed and "acclimatized" overnight. Their offices tended to be grouped together, they socialized together, and inevitably, they developed a sense of kinship wherein they viewed themselves as "Young Turks" whose mission was to enlighten the fuddy-duddy "Old Guard" on how a university-college should work.

Clearly, the College failed to communicate its culture and assumptions cogently to new arrivals so that, from the outset, there would be no misconception about its purpose and orientation. Discussion with my colleague, Bo Hansen, Associate Dean of Arts, has identified several ways in which this might have been done:

Front-End Enculturation

- An updated version of the College Mission and Goals could have been distributed to all short-listed candidates prior to their interviews so that they were familiar with the College's goals and value-system.

- Interviewers should have rigorously emphasized the ways in which the College's culture differs from the traditional university's, demolished candidates' misconceptions about scholarship/teaching ratios, instructional contact hours, etc., and used the interview as a "point of contact" indoctrination mechanism.

- Formal orientation sessions should have been arranged, in which College officers familiarized new-comers with the reporting structure, with College departments and operations, and with College "praxis"; (this has since been done by Human Resources, with a high degree of success).

On-Site Integration

- Chairpersons should have made concentrated efforts to familiarize new faculty with the College's modus operandi by hosting lunches, introducing new personnel to governance, equipment operation, order forms, etc. Divisional and departmental handbooks certainly help here, but do not obviate the need for personal contact with new arrivals. Underlying these activities is the need to consciously direct the normally spontaneous processes of socialization into the new culture.

- **Chairpersons should realize that such duties will require a heavy time-commitment during the critical hiring and acclimatizing period from April to August: they should accordingly not make plans for summer vacation throughout the two-year transition.**

Review of Governance Structure

- The College's governance structure should have been critically analyzed at the outset to assess whether it could cope not only with a major expansion but with one which could potentially alter the orientation of the whole organization. Unfortunately, at the point of transition, Cariboo's structure was in flux with the death of the joint Administration/Chairperson Council, and new faculty were frustrated by the unclear lines of governance and the **apparent** lack of collegial process. One solution to this would have been to ensure chairmanic continuity over the transition period: **administration should have insisted that experienced chairpersons who knew their way around the organization and who could effectively communicate its values were in place for the duration of change-over.** However, this opportunity was missed

at Cariboo; some new faculty were elected as chairpersons after only a year here; their inexperience and lack of integration into organizational norms and values enhanced neither managerial efficiency nor harmony.

Academic Rank

- The issue of academic rank should have been addressed sooner rather than later. The College's slowness to grapple with the matter acted as an irritant to those for whom rank is a crucial element of professional and personal identity. Only now, two years later, is a proposal to introduce academic rank on a voluntary basis (i.e., only those who wish professorial designation need apply; those who prefer to keep the "instructor" designation may do so) under review. The criteria, however, will not be those of research universities such as U.B.C., but of peer institutions, such as Brandon, Lethbridge, Trent, University College of Cape Breton, etc., which share Cariboo's teaching orientation; "teaching", in other words, rather than "publications", will be the main touchstone for promotion.

Collaboration with Sponsors

The negotiation of agreements with sponsoring universities is perhaps the most sensitive aspect of establishing degree programs. As Fraser Valley's degree programs will initially be supervised, new faculty appointments and academic standards vetted, and the degrees themselves guaranteed by these institutions, it is advisable to "shop around" very carefully for sponsors.

Particularly sensitive articulation will be required in the areas of admissions, curriculum and grading. As the sponsoring universities will determine degree program admission and exit requirements, insist on curriculum identical to that in corresponding university courses, and oversee grading and examination standards, Fraser Valley should reconcile itself to a heavy expenditure of human energy in inter-institutional negotiations.

Another area where the potential for friction is high is that of degree program appointments. Fraser Valley need have no illusions about what the qualifications to teach upper-lever courses will be: for the B.A. and B.Sc. programs, whatever the sponsoring university, the Ph.D. (or close) will be demanded, and candidates will have to demonstrate currency in their discipline with coherent research plans and recent and ongoing publications. Such standards will no doubt cause disappointment among inactive Ph.D.'s, as was the case at Cariboo, and among aspiring M.A.'s who feel they have "kept up." But whatever the case may be made for the unconnectedness of the Ph.D. to instructional excellence, in this situation it's "university rules."

In other programs such as nursing, Social Work and Business, less rigorous standards may pertain. For example, agreement was negotiated between U.Vic's Nursing Faculty and Cariboo's Nursing Dept. that a Master's rather than a Ph.D. would be the minimum requirement for upper level teaching. Similarly, S.F.U.'s Economics and Commerce Dept. relaxed tertiary degree and scholarship requirements in light of Cariboo's professed concentration on teaching.

Finally, the problem of workload must be addressed. The first point to be emphasized is the desirability of having workload guidelines **in place** and, if possible, **in contract**, before new faculty arrive; otherwise, valuable time and energy will be spent negotiating them during the transition period. The second point is that since Fraser Valley, like Cariboo, will have an instructional rather than a research focus, its faculty cannot expect university-model contact hours; on the other hand, those teaching upper-level courses will have to meet scholarly activity requirements. The upshot may well be the uneasy compromise that Cariboo reached: 12 contact hours per week for degree completion faculty, with the proviso that scholarly activity be maintained, and 16 hours per week for non-degree academic faculty. While it is clearly a fiscal impossibility to reduce all faculty's workload to 12 contact hours--that would raise the College's operating budget by at least 25%--this two-tier system (actually, three-tier, as Vocational and Developmental workloads remain at 25 contact hours per week) has created sharp divisions among faculty, with charges of elitism being cast at those purportedly enjoying the "12-hour week." The divisiveness and envy that the workload question has spawned are two less attractive outcomes of the transition to university-college status.

We at Cariboo wish you well, but if the history of our evolution over the past two years is any measure, you will have your work cut out avoiding the pitfalls and hazards that we experienced.

Dr. Alastair Watt
Coordinator, Institutional
Research and Planning,
University College of the Cariboo

In this issue, Doug McDowell writes on Access; the second part of his discussion will appear in November's issue.

Some Thoughts on Access . . .

Access has changed from a distant goal to a looming reality, from a buzzword for an educational panacea to a euphemism for executing an endless list of tasks with too few people and too little time. It's frustrating, exhausting, exhilarating and fascinating. As we pass through the year, Access is necessarily consuming more and more of our time and energy. The process is crucial to our institution and irresistible in nature. We

are committed to a path of profound change for our institution and the people in it.

We are in the midst of making decisions which will irrevocably shape the future of our university-college. We are picking a university to align ourselves with. (Hah! A preposition not to be dangled with.) We are deciding, as much as we can, given that our university of choice will have a say in the outcome, just what scholarly activity means. The definition of scholarly activity will decide who is likely to be seen as acceptable by our sponsoring university and therefore able to teach upper-level courses for the foreseeable future. We are closing in on contract negotiations which will define the status of employees teaching upper-level courses and related items such as terms of the probationary appointment, workloads and seniority.

Finally, we are pouring vast amounts of energy into drafts of new courses and programs. Before we plunge into all of this I want to set forth some of my views on the kind of university-college I want to see and some of the things I believe are important to it.

My views are formed by my education, teaching experience and union work. As some of you may have noticed in the past, I have some strongly held opinions and will express them from time to time. I don't expect everyone to agree with me, but I do hope to influence the decisions being made in the areas I want to speak to. Obviously, on an issue as complex as Access, no one person has a complete understanding of or a set of answers for all questions. I want to look at what I think should be the central academic role of our university-college and the related issues of faculty selection and workload.

My undergraduate experience plays a role. I took my first degree at UVic, back in the sixties when it was a small liberal arts and sciences university. The emphasis was on teaching, not research. Many professors had Masters degrees and were expected to be good teachers. All students had to take a year of mathematics and and a year of English. I thought it was a good idea then; I think it is a good idea now.

Things have changed since then at UVic. The faculty, and therefore the curricula, have become increasingly specialized. The emphasis on a "well-educated" individual has apparently decreased over time. I think this has been a mistake, albeit an understandable one. Understandable because pressure to get increased funding, coming from government and related agencies or the private sector, leads to an open-ended quest for increased *academic* activity and more faculty with impressive credentials in the attempt to have the *look and feel* of a *real* university. One could argue that this is a likely outcome of treating the *edubiz* as a market- and growth-driven sector.

My working experience and training also come into this. I have been trained as a professional teacher and hold a permanent BC teaching certificate. My training as a teacher was through the now defunct Secondary Internship Programme at UVic after I had collected a graduate degree in mathematical logic at SFU. The Internship Programme was very interesting since you had to have at least one degree and have been out in the world for a few years. I have taught mathematics and science from grade eight through second-year university to a wide variety of people. Like the rest of us, I have thought a lot about what goes on in the classroom and in the lives of the people in front of me.

Throughout all of this I have developed an ever stronger conviction that education needs to be *useful*. By *useful* I mean education must help individuals deal with the world about them and their place in it. To me, this implies the development of general skills which allow a person to interpret and understand the world, and finally to communicate with others. The broad emphasis should be on such skills and knowledge which enhance further learning and adaptation rather than specific technically-oriented knowledge which becomes dated at an ever-increasing pace. If we do this well, it will mean the individual student will be a more active and useful part of a changing society. At an academic level this means a good general Arts and Science program which includes mathematics and English.

All of this addresses our current academic strength as a college and as a faculty. Most of us are committed to serving the community as well as our separate disciplines. This is our chance to develop in directions which use our strengths and diverge from the well-travelled path of excessive and narrow academic specialization.

I want to move on to the hiring of new faculty for the teaching of upper-level courses by looking first at what seems to have gone on at Cariboo and Okanagan over the last few years.

Information from people I talk to at Cariboo and Okanagan over the last two years has been consistent. Consistently negative. They were forced into a junior-senior relationship, the college being very junior, of course, with UBC. As a result, they have been compelled to hire a large number of people with little or no interest, or experience, in either teaching or the college-community relationship.

These new people have no understanding of or sympathy for the community- and teaching-related values of the original faculty. This is not surprising, as they were hired using criteria controlled by UBC, and therefore shared a vision of the world that was often actively hostile to the college's less academic view of things. The new people, by and large, have stayed as separate as possible from the pre-existing college faculty and, where possible, have controlled the areas where they work in an effort to make them "shape up" academically.

From the perspective of the original faculty it has been a disaster. The new faculty ignored the previous role of the college and saw the old faculty as academic failures. The old faculty were largely frozen out of the upper-level teaching because their record of "scholarly activity" and academic qualifications were not acceptable to UBC. (In case you were wondering, most of the newly hired were, surprise, surprise, UBC post docs.) The original faculty have seen the nature of their institution drastically changed.

At these university-colleges it doesn't appear likely that the existing collection of faculty will ever form a consensus supportive of the traditional community- and teaching-oriented role of the colleges.

Unless we are prepared to fight very hard for what we believe in and are prepared to argue it publicly, we could very well be in a similar position within two years.

We must not count on the published university-college mandate to ensure our independence. The content of the new

mandate supports the comprehensive role of the university-college but that is not enough. We need to realize that our administration and board, although sympathetic and supportive of a comprehensive and service-oriented university-college, are under tremendous political pressure to get the degree programs up and running as soon as possible (e.g., Arts by September 1992). This means the College might, if they think it necessary, try to cut a deal with a university that could lose us control of the all important hiring process. Should we fight any global arrangement with a given university? NO. Not if we think it possible to retain enough control to hire good teachers with interests sympathetic to our existing mandate. From my experience this means that our first choice should be either SFU or UVic and our second choice ABUBC (anything but UBC). If we think it not possible to do this, we should fight like the very devil to slow down our development and hiring until we are independent.

There is no point in saying we can hire now and wait until we are independent of the universities to define our role and programs, if it is at the price of filling our ranks with university-selected people now. These people will have a major impact on our future.

Assuming we can hire more or less whom we want, let's look at the workloads of faculty in this new university-college. But that's the next article....

Doug McDowell

From Learning Resources Centre to Library: Models from the Other University Colleges . . .

Planning for UCFV has already included several fact-finding missions to the University Colleges at Kelowna, Kamloops and Nanaimo. Our delegates have found that information has not always been consistent in the interviews they have conducted. Our people have had to be rather circumspect and analytical with their findings. As always, it seems that facts vary depending on whom one talks to. The threat of the university branch plant syndrome has apparently become a reality in some places, and the *us and them* scenarios are being played out like a well-written script. While we can save some time by taking technical advice from the other university colleges, we can also benefit from avoiding the mistakes they have made -- at least, those which are avoidable.

Another information-gathering strategy is the panel of visiting specialists, such as the recent University College Library Directors' Forum held October 7th at the Abbotsford campus. This event has proved to be quite successful in terms of our collection development needs. The immediate need to mobilize resources to build a library collection suitable for the support of third- and fourth-year courses was reinforced over and over again. The costs of this immediate expansion did not fall on deaf

ears, for the session was well attended by the C.E.O., Deans, and faculty and staff.

Not everyone thought the U.C. Library Directors' Forum was a boon, however. To instructional media stakeholders, the event was rather threatening. The more I listened (I tried to be heard but was more or less gagged), the more complete was the picture being painted of a library without educational technology. I got the sinking feeling that momentum was developing, which if left unchecked, would hinder future media developments and even cause the demise of instructional media services as we know them.

The LRC Access Committee, like other Access subcommittees, has been charged with creating recommendations to shape the future of UCFV. To avoid an immediate crisis, we have been working in an emergency mode in order to get an impoverished base collection up to standard for years one, two, three, and four. In other words, the committee has been preoccupied with collection development. This one-dimensional fixation has, unfortunately, prevented the Committee from taking a broad view of **the role of the LRC in the new UCFV**. My fear is this: if efforts are not made immediately to consider what an appropriate array of services ought to be, then the model provided by Okanagan, Cariboo and Malaspina will devolve to the University College of the Fraser Valley. **This model can be described as an essentially print-dominated library more suited to an educational environment that even predates the establishment of community colleges.**

The concept of the learning resources centre was considered forward-thinking in the 1960s, and well suited to the comprehensive program and structure of the new community colleges. Like these modern new post-secondary institutions, the LRC was a radical departure from the status quo -- a break with tradition. The library was to be more than a warehouse of books with reading and lending services. The LRC was testimony to the fact that information is available in a variety of formats and can be used by teachers and learners in a number of different ways. As the community college was responsive to local needs, so was the LRC responsive to the curriculum and teaching needs of its faculty. And the most relevant LRC's embraced the notion that to include a wide array of audio-visual services would be to enrich its instructional support profile. In sum, the library of a research institution was transformed to the learning resources centre of a teaching institution.

We learned at the October 7th forum that the three University College Directors wasted no time shrugging off the name, Learning Resources Centre, replacing it with the more (politically correct?) name, Library. We were told by these leaders that Learning Resources Centre is rather cumbersome, and everybody knows what a library is. And after all, libraries now have videos too, so what's wrong with changing the name back to library? Well, out with the bath goes the baby . . .

Let's take a brief look at "where these people are coming from":

1. Okanagan College was the last community college in B.C. to establish an audio-visual department, and the first to shut it down. The president of OK made his views clear years ago when he offered that instructors use films only as an excuse to leave the

classroom for a break. Today, a clerk and the library secretary do the media bookings, and the Computing and Technical Services Department is responsible for anything else audio-visual. The Library Director of Okanagan told me that Technical Services "takes care of things like overhead projectors."

2. Cariboo's LRC has always been responsible for film and video, but all other AV operations belong to another department across campus. The latter has floated around the organization chart for years with varying mandates. Cariboo's Library Director has the distinction of single-handedly trying to curtail one of the most significant media access developments in the history of the Media Exchange Cooperative -- a computerized catalogue of all post-secondary media titles available to instructors throughout the province.

3. Malaspina's LRC came in with a bang when the college opened, celebrating a TV studio and campus-wide closed-circuit television system. But these facilities were never outfitted with equipment or staff, and they quickly became a mere shell and conduits. Then the centre went into a funk. Malaspina's Library Director told us that his AV Department hasn't done anything for twenty-two years.

Can the first three university-colleges established in B.C. offer a library model for UCFV? We have a very short time in which to establish our own identity for UCFV, in which to define scholarly activity, and in which to mould our support services to fit the needs of a new learner-centred teaching institution. Though we do have more time for planning than our sister institutions had, we are now in turbo mode and the fuel is burning up. Where are we at this point in time in the design of the UCFV "Library"?

At the October 19th Board/Access Committee retreat, the cheque was all but written for collection development. We seem to have reached our first milestone. But there was also a recommendation for the LRC Director to prepare an implementation plan for a renewed UCFV LRC for presentation by November 30th. In addition, the Learning Environment Committee was given a clear go ahead to assist with the creation of an educational technology-cum-faculty development centre. Should these two areas work closely together? What kind of Library model would the faculty embrace?

The concerns of FSA members on these issues are of paramount importance. Please express them. Betty Harris is the LRC Director; Jean Ballard-Kent is the Learning Environment Committee Chair.

Gary Karlsen

Commission of Inquiry on Canadian University Education: The Stuart Smith Report . . .

University Report Critical of Those Who Can't Teach

Universities need to put more emphasis on professors' teaching skills and try harder to keep students from dropping out, a report released Wednesday says.

Universities need more money and should do a better job of assessing how well students are learning, adds the report of the commission of inquiry on Canadian universities.

The report--the product of a year-long study--paints a mostly favourable picture, saying universities are "fundamentally healthy and are serving the country well." But it suggests there are "serious imbalances" in priorities within many universities and little useful information with which to assess how well they are doing when it comes to teaching.

The inquiry was set up in August 1990 by the Association of Universities and Colleges of Canada and carried out by Stuart Smith, former chairman of the Science Council of Canada. Smith travelled the country, receiving more than 250 presentations from administrators, professors, students, government officials, business leaders and union representatives. He found that funding has not kept pace with the marked increase in enrolment over the last decade. Universities today receive fewer dollars per student than they did 20 years ago, he notes. But he praises universities for how they've handled that crunch. "There is no evidence...that financial restraint has caused a serious decline in the quality of university graduates," the report says.

Smith recommends that funding be gradually increased by between 10 and 15 per cent, which would put per-student spending at the level of U.S. state universities. And more of that money should come from students, Smith says. Tuition fees should make up about one-quarter of the cost of a student's education--up from 17 percent. But that change should only be made if the student-loan system is improved, Smith cautions. He recommends a repayment system tied to income--graduates would only begin to repay loans when their income reached a certain level.

Smith found that universities put too little emphasis on how well professors teach and too much on how much research they publish. "In general it seems fair to say that while a truly terrible teacher with average research ability will not be promoted, the same terrible teacher with excellent research publications to his or her credit will be," the report says.

Professors should be allowed to specialize in either teaching or research and have decisions on promotions based on that choice.

Smith recommends that the Association of Universities and Colleges set up an academic auditing committee to help institutions assess their performances. Data collected could also be used to assess the entire system.

He suggests surveys of graduates four and eight years after they leave school to determine how satisfied they are with their education.

Universities should also study retention rates, he said. It is believed 42 percent of students don't finish a degree.

The Vancouver Sun
10 October 1991

Editor's Note:

Three copies are available in the ACCESS Information File located in an appropriately marked filing cabinet in the Faculty Prep Room, Abby Campus--if you wish to borrow a copy of this or any other information in that file, please sign it out and return as soon as possible.

Labour News . . .

Recently, organizations like the National Citizens' Coalition and Save the Union Movement have mounted public and legal campaigns to spread misinformation about the democratic underpinnings of British Columbia's labour movement.

They have wrongly suggested that the organizations which represent working people in this province have a mandate only to advocate on "workplace or work-related issues." These organizations should study the long and rich history of our labour movement, and they would then understand that working women and men have always demanded that their unions speak out on issues like human rights, affordable health care, equality, literacy, environmental protection, peace and promotion of a fair society.

Our members have also demanded that we maximize their economic equality and standard of living--not only for them and their families but for their communities. Unions in B.C. have met all of these broad grassroots demands with dedication and commitment. In doing so, unions have contributed to bringing about economic and social change for all British Columbians, regardless of whether they pay union dues or not.

Save the Union Movement is an organization that purports to have one hundred members. Although miniscule, that organization deserves a voice. The 700-plus local unions that belong to our 275,000 member Federation also deserve a say. The B.C. Federation of Labour has a structure that ensures continued democracy after all have voiced their opinion. We review and renew our policies each year in a Convention whose delegates are democratically elected in their own communities. Our officers and spokespeople are elected every two years

after a thorough review of their leadership.

Our movement is rooted in democratic principles and procedures that exceed those found in any corporate boardroom. They are more stringent than those of most elected governments in Canada today.

Small, narrowly-based organizations like Save the Union Movement, and extreme right-wing corporate-backed ones like the National Citizens' Coalition, have tried for years to undermine the right of unions to represent and speak on behalf of working people. All of their collective efforts have failed.

Not only do union members continue to ask their leadership to fight for fairness and equality, but the Supreme Court of Canada has upheld our right to do so. Earlier this past summer, the highest Court in our country ruled in the **Lavigne** case that unions have a legitimate role as a force for social and political change and for workplace democracy.

These organizations fight this single issue campaign at the expense of every other important matter facing their colleagues at their workplaces, in their homes and in their communities. Thank goodness others see them as narrowly as that and that their "membership" has stagnated at a miniscule few.

The labour movement in B.C. will continue in its long and proud tradition of fighting for economic and social equality for all British Columbians. When we have a strong, viable economy with good, decent-paying jobs, and when all of our communities can provide proper health care, education and a quality environment for everyone who lives there, British Columbia will be a better place to live.

We welcome all who wish to do so to join with us in achieving these ends.

Ken Georgetti
President
B.C. Federation of Labour

Wine Column is MISSING!
Do not worry: this column will reappear in the next issue

The New World Order: A Feudal World Order

It was a witty and a truthful rejoinder which was given by a captured pirate to Alexander the Great. He asked the fellow, 'What was your idea in infesting the sea?' and the pirate answered with uninhibited insolence, 'The same as yours, in infesting the earth! But because I do it with a tiny craft, I am called a pirate; because you have a mighty navy, you are called an emperor'."

Augustine

In 1492 Columbus sailed the Ocean Blue.

The New World Order began with Columbus. When he sailed the blue ocean, he set in motion a change that has altered the shape of world history. Europe, in the last 500 years, has been at the centre of world politics, and the issues that have interested Europe have set the agenda for nations and states around the globe. The question of whether Columbus (or the conquistidores that followed him) discovered or invaded America is an open issue. The way we interpret history hinges on where we stand; victors and victims, inevitably, interpret history in a different way. We know, for example, that between 1519-1605 almost 25 million native inhabitants in Central America died as a result of European contact, and in Mexico at least 10 million died.

The classical age of colonialism stretched, in an encompassing way, from the 16th century until WWI. The result was the eventual universalization of European interests, values and economic concerns. Europe controlled one third of the globe by 1800, two thirds by 1878 and over four fifths by 1914. The two world wars (European civil wars) weakened Europe and created conditions for post WWII decolonization. The rhetoric of decolonization, third world independence, autonomy and non-alignment, though, conceals the real facts. We live in a neocolonial age, and the structure of the neocolonial world we live in is feudal. The rich (1st world states) live in their fortified castles, and those in the 3rd world (excluding the elites who obey their 1st world masters) live across the moat, and they do yeoman's duty for the barons and lords in the 1st world. If the yeomen (or yeowomen) dare to protest, the troops and arms, generously supplied by the 1st world, are immediately deployed.

Some may protest and insist that we do not live in a feudal world order. Let us look at just a few facts:

- 10% of the world's population consumes 40% of the world's resources.
- 29% of the world's population manages 80% of the world's finances.
- 14 million children (primarily from the 3rd world) under five die each year from hunger-related causes (40,000 a day). This is comparable to the population of the Yukon disappearing each day.
- 1.2 billion people (more than 20% of

the world's population) live in a state of absolute poverty.

- the major western oil companies (the seven sisters--Exxon, Gulf, Mobil, Standard Oil of California, Texaco, British Petroleum and Royal Dutch Shell) have, individually, higher GNPs than 120 states, and the seven sisters control nearly two thirds of the world's oil production.
- 150 billion is spent annually on research and development. More than 25% is spent on militarism while less than 5% is spent for 3rd world concerns where 75% of humanity lives.
- 1 trillion a year is spent on global militarism. If the money that was spent every two weeks on militarism was directed to development in the 3rd world, basic human needs such as food, water, housing, health care and education could be fulfilled.
- there are 16 million refugees in the world. Most of the refugees are women and children and most refugee producing countries are client or vassal states of the 1st world.
- the USA and Canada are moving, in their aid and development funds, further away from the .7% of GNP established by the UN. The USA is the lowest of the western states (.24% of GNP) and Canada has offered less and less in the last few years (we are below .43% of GNP). Most of the major recipients of Canadian aid (China, Indonesia) and American aid (Israel, Egypt) have appalling human rights records, but because aid is an effective means of increasing trade relations, basic human rights are ignored when lucrative profits are threatened.
- the USA has been involved in 3,000 major covert operations to protect its vested interests and destabilize states that differ with its agenda; it has also engineered 10,000 minor covert operations.

These statistics, and there are many more, clearly demonstrate that the neocolonial world order we live in is feudal. The emperor, although he may strut about and use the language of freedom, democracy and international law, usually means the opposite of what he says. But because he has the navy, he is called the emperor and those who have the audacity to challenge him are the pirates. The New World order that the 1st world states so eagerly support is neither new nor just.

The Liberal International Economic Order (LIEO) that was created at the end of WWII to maintain a western hegemony of power was challenged by 3rd world states through the UN General Assembly throughout the 50s to 70s. The overwhelming strength of the LIEO beat down the challenge of the 3rd world yeoman who supported a New International Economic Order (NIEO). The major institutions of the LIEO such as the International Monetary Fund (IMF), the World Bank (WB) and General Agreement on Tariffs and Trades (GATT) have played a substantial role in the last ten years in supporting western interests and preventing any sort of 3rd world coup against the 1st world. These major LIEO institutions have lent billions to the 3rd world, and most of this money has wreaked havoc on the environment (mega dam projects), citizens (millions of indigenous peoples have been forced off their lands) and the economy (IMF structural adjustment facility has forced many 3rd world states to implement austerity

measures that 1st world states would never tolerate). Although the IMF and WB have tried to justify many of their actions and a few *mea culpas* have actually been released, these institutions (and the major 1st world banks they speak for) are responsible for holding in place a neocolonial world order that is feudal. The intimate relationships between 1st world states and their two consorts (the banks and multi-national corporations) have created a powerful family that is not likely to slacken its reins of power unless those who long for a Just World Order (JWO) present a serious challenge.

Ron Dart

C-IEA Watch . . .

The people at C-IEA headquarters in Vancouver have been busy recently on several fronts.

Contract negotiations are starting at Malaspina, Capilano and Kwantlen colleges, and at the Pacific Marine Institute of Technology. C-IEA staff are involved to varying degrees with the respective contract committees, depending on the local.

Apparently, Kwantlen is going to take a strike vote soon, in order to put teeth in their demands. Watch for the results of their negotiations, as they will have some effect on our own upcoming contract talks. Malaspina is one of the university-colleges, so the results of their talks will also be of interest to us.

C-IEA staff have been heavily involved in the just-completed union certification hearings of the Open Learning Agency. There are 197 people, mostly part-time, in that organisation. North Island faculty (about 155 strong) have also applied for certification as a union. Until this August they were under the "fair comparison" method of assigning salary and workload.

Under direction from the spring Annual General Meeting, C-IEA staff have been working hard to create the infrastructure for a coordinated bargaining council with system-wide benchmarks in five areas: wages, benefits, an aggregate workload, limits on and improved protection of non-regular faculty, and professional development funds.

Membership in the coordinated bargaining council will be up to individual locals. C-IEA staff will be touring the province in the next one-and-a-half months to discuss coordinated bargaining with local executives and to do some lobbying on each campus.

Susan Milner

FSA Executive 1991/92

President	Virginia Cooke	4293
First Faculty Vice-President	Susan Milner	4321
Second Faculty Vice-President	Tom Davis	4533
First Staff Vice-President	Richard Heyman	4333
Second Staff Vice-President	Sybille Stegmueller	2462
Treasurer	Kathy Gowdridge	4358
Recording Secretary	Dianne Griffiths	4282
Grievance Chair (Faculty)	Perla Werk	4363
Grievance Chair (Staff)	Jane Antil	4253
Communications Chair	Allan McNeill	4321
Job Classification Audit Chair	Dorine Garibay	4238
Professional Development Chair	Germaine Baril	4291
Contract Chair	Ian McAskill	4523
Agreements Chair	Betty Harris	4510
Occupational Health & Safety	Leslie Wood	4223

Executive Meeting Schedule

Abbotsford, 1:00 p.m. (Week 4)

November	06
December	04
January	22
February	19
March	18
April	15
May	13
June	10